

PRESCHOOL PEDESTRIAN SAFETY TEACHER'S GUIDE



WATCHFUL WILLIE

**CITY OF MILWAUKEE POLICE DEPARTMENT
SAFETY DIVISION
MEMBER OF THE NATIONAL SAFETY COUNCIL**

6680 N. Teutonia Avenue Milwaukee, WI 53209 (414) 935-7990

**ALFONSO MORALES
CHIEF OF POLICE**

VOCABULARY

The following words represent the basic vocabulary needed to comprehend the material presented in the pre-school pedestrian safety program:

alert	dangerous	sidewalk
alley	driveway	stop
away	forward	street
backward	headlights	taillights
back-up lights	hidden	toward
between	horn	traffic
corner	parked cars	turn signals
curb	safe	windshield

LESSON PLANS

LESSON 1 - STREETS ARE FOR CARS

Concept to be taught: **Streets are dangerous for small children.**

Classroom activities: (Explain and/or demonstrate on chalkboard or bulletin board.)

1. What uses the streets? (Cars, buses, trucks, motorcycles, school buses.)
2. What does the front of a car look like? (Has headlights, windshield and turn signals.)
3. What does the back of a car look like? (Has red taillights and turn signals.)
4. How can you tell if a car is coming towards you or going away? (A car coming towards you looks bigger and bigger and has headlights, etc.; a car leaving looks smaller and smaller and has taillights.)
5. Traffic makes different sounds. Have children think about different traffic sounds they've heard. (Horns, trucks, buses, motorcycles, car starting, cars moving, cars stopping, screeching tires, sirens.)
6. How do cars help us? (Takes us places.)
7. Can cars hurt us? (If we're in their way, they can hit us and hurt us.)

OUTDOOR ACTIVITIES:

1. Show the children the items mentioned above.

2. Have the children listen for and identify the above mentioned traffic sounds.
3. Have the children identify an approaching car, a departing car and a parked car.

FOLLOW-UP ACTIVITIES:

1. Use “STREETS ARE FOR CARS” coloring sheets.
2. Have children draw pictures of things that belong on the street.

LESSON 2 - SIDEWALKS ARE FOR WALKERS

Concept to be taught: **Sidewalks are safe for people.**

Classroom activities:

1. Who or what belongs on the sidewalk? (People, pets, tricycles, big wheels, bikes .)
2. Where does the sidewalk end or stop? (At the curb or the edge of the street.)
3. What is an alley? (A small street behind houses and buildings.) Since it is a street, it is dangerous. A sidewalk meets alleys, therefore, children should stop at alleys.
4. What is a driveway? (It is like a small street next to a house.) Many times cars back up in driveways. A driver backing up has a difficult time seeing children and/or toys. As sidewalks and driveways meet, therefore, children must be careful and watch for moving cars in driveways.
5. Are sidewalks a safe place to play? (Yes, but children should not play with balls or other toys that could go in the street.)
6. If something does go out into the street, what should you do? (Ask someone who is older, who you know, to get it for you.)
7. Is the yard a safe place to play? (Your yard is a safer place to play than the sidewalk. It's best to play in your yard.)

OUTDOOR ACTIVITIES:

1. Take a walk in the neighborhood and point out the items discussed above.

FOLLOW-UP ACTIVITIES:

1. Use “SIDEWALKS ARE FOR WALKERS” coloring sheets.
2. Have children draw pictures of things that belong on the sidewalk.

LESSON 3 - STOP AT THE CURB

Concept to be taught: **Always stop at the curb which separates a safe area from a dangerous area.**

Classroom activities:

1. What is a curb? (The step next to the street.)
2. What does the curb do? (It tells drivers that the street ends and walkers that the street starts.)
3. Is the curb a safe place to play? (No, a car that is stopping at the curb might make a mistake and ride over the curb.)
4. What uses the streets? (Cars, etc.)
5. Is it safe for you to be in the street? (Not without an adult.)
6. Who uses a sidewalk? (People, pets, people on tricycles, etc.)
7. Are sidewalks a safe place? (Yes, except for driveways and alleys.)
8. Does the sidewalk stop for the street? (Even the sidewalk stops for the street.)
9. Where does it stop? (At the curb.)
10. What does a stop sign look like? (Show or draw a picture of a stop sign.)
11. What should you do when you get to a curb? (Have the children imagine a stop sign every time they get to a curb and tell them to stop.)
12. What does a curb tell us? (That a safe area, the sidewalk, ends and a dangerous area, the street, begins.)
13. If you're running, do you still need to stop at the curb? (Yes, especially then.)

OUTDOOR ACTIVITIES:

1. Take the children for a walk and point out the items discussed above, emphasizing the curb both at midblock and at corners.

FOLLOW-UP ACTIVITIES:

1. Use "STOP AT THE CURB" coloring sheets.
2. Have children draw pictures on the concepts in this lesson.

LESSON 4 - CARS ARE BIGGER THAN ME

Concept to be taught: **Cars cause a visibility problem.**

Classroom activities:

1. Are cars bigger than children? (Compare child's height to that of a file cabinet or other tall object in the room that would be about a car's height - roof about 5 feet high, hood about 3 feet high .)
2. Can cars hide us? (Have a child stand behind a file cabinet and explain that just like a parked car, the object hides the child from view.)
3. Does the parked car block the child's view? (Have the child state what they can see.)
4. Does a parked car block the view for an adult? (Demonstrate that an adult can see over the object but that children can't.)
5. Why is it dangerous for you to be in the street in front or behind a parked car? (The parked car hides you from sight for the driver of a car coming down the street.)

OUTDOOR ACTIVITIES: (Park a car in a safe area on the grounds.)

1. Show children the following sections of the car: the front end, headlights, signal lights, windshield, the back end, taillights and back-up lights. Explain when back-up lights come on and what turn signals mean. Sound the car's horn and explain what the driver means when he sounds it.
2. Have the group of children stand to the rear and left of the car on the school grounds. Tell them to pretend that they are in another car driving past the one you have parked there. One by one take a child to the opposite end of the car to demonstrate to them that standing behind the car they cannot see the whole group and demonstrating to the group that the child cannot be seen but that the adult can be.
3. Point out the posts holding up the roof of the car in the front and in the back and explain that drivers cannot see things behind them. Have one adult sit behind the steering wheel and one by one position the children at a place to the left and front of the car where they cannot see the driver's eyes (the driver's blind spot). Follow the same procedure for the blind spot to the front and right of the car and for the left rear and right rear blind spots. Also have them stand directly behind the car to point out to them that the driver cannot see them because they are too small and too close to the car.

FOLLOW-UP ACTIVITIES:

1. Use the "CARS ARE BIGGER THEN ME" coloring sheets.
2. Have children draw pictures of the height difference between themselves and the parked car.

LESSON 5 - ALWAYS CROSS WITH SOMEONE OLDER

Concept to be taught: **Whenever you enter the street, have someone older go with you.**

Classroom activities:

1. Who is someone older? (Mother, father, teenage brother or sister, grandparents, uncle, aunt, teacher, babysitter, someone you know.)
2. Are older people bigger than you? (Yes. Have children stand next to you.)
3. Are cars bigger than older people? (No. Use file cabinet demonstration.)
4. Do cars hide older people? (No. Stand behind file cabinet or other object in room that compares with car height.)
5. Why do older people know more about crossing streets than you? (They have had a longer time to learn. They have crossed streets many times. Many older people drive cars and know how they work.)
6. What are some things older people know about crossing streets? (That streets are for cars, sidewalks are for walkers, to stop at the curb, to look all ways before crossing, and that cars can hurt them if they get hit by a car.)
7. Why can older people cross streets safely? (They are bigger than cars, they know how to cross streets, and they have done it many times.)

OUTDOOR ACTIVITIES:

1. Repeat of lessons 1 through 4 activities.

FOLLOW-UP ACTIVITIES:

1. Use the “ALWAYS CROSS WITH SOMEONE OLDER” coloring sheets.
2. Have children draw pictures of children crossing street with an older person.

WATCHFUL WILLIE SONG (TO THE TUNE OF “RUBEN”, “RUBEN”)

I’m going to be like Watchful Willie.

I’m going to watch for cars you see.

When I come to the curb I’m going to

Stop and wait until it’s free.

Traffic in the streets can hurt me.

Sidewalks and yards were made for me.

Crossing streets with our parents only

Helps us to live carefully.

PARENT LETTER

The following is a suggested letter to be sent to parents at the beginning of this program:

Dear Parents,

We have begun an important project with your child(ren) regarding pedestrian safety. In order for this project to be successful, we need your support, and more importantly, your help.

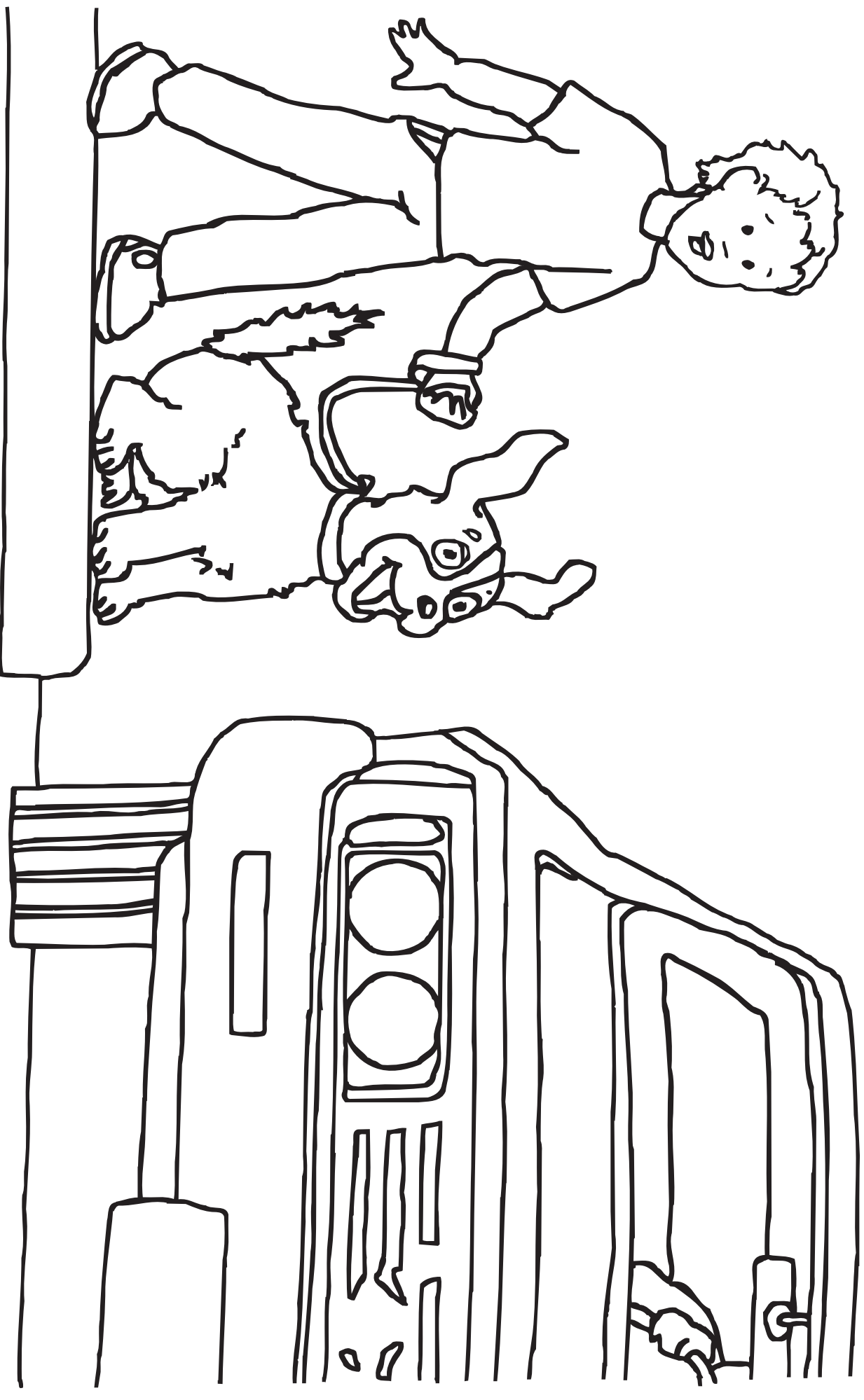
At the end of each lesson (there are 5), your child(ren) will bring home a coloring sheet pertaining to that day's lesson. On the back of the sheet is a message to parents. We ask you to take time to read the message and to discuss with your child(ren) the lesson for the day. We urge you as parents to take an active interest in this project - it involves **your** child's life.

TO PARENTS OR GUARDIAN 1

1. EVERY YEAR IN THE CITY OF MILWAUKEE AROUND 90 CHILDREN AGE 1 - 4 ARE HIT BY CARS.
2. MOST ACCIDENTS HAPPEN WHEN THE CHILD RUNS INTO THE ROAD.
3. MOST ACCIDENTS HAPPEN WHEN THE CHILD IS LEFT ALONE UNSUPERVISED NEAR THE STREET.
4. MOST CHILDREN ARE HURT WITHIN ONE BLOCK OF THEIR HOMES ON QUIET NEIGHBORHOOD STREETS.
5. CHILDREN DO NOT KNOW THAT CARS CAN BE DANGEROUS AND THAT CARS CAN HURT THEM.
6. IT IS YOUR RESPONSIBILITY TO TEACH YOUR CHILD AT AN EARLY AGE ABOUT TRAFFIC DANGERS.

MILWAUKEE POLICE DEPARTMENT SAFETY DIVISION

WATCHFUL WILLIE SAYS STREETS ARE FOR CARS

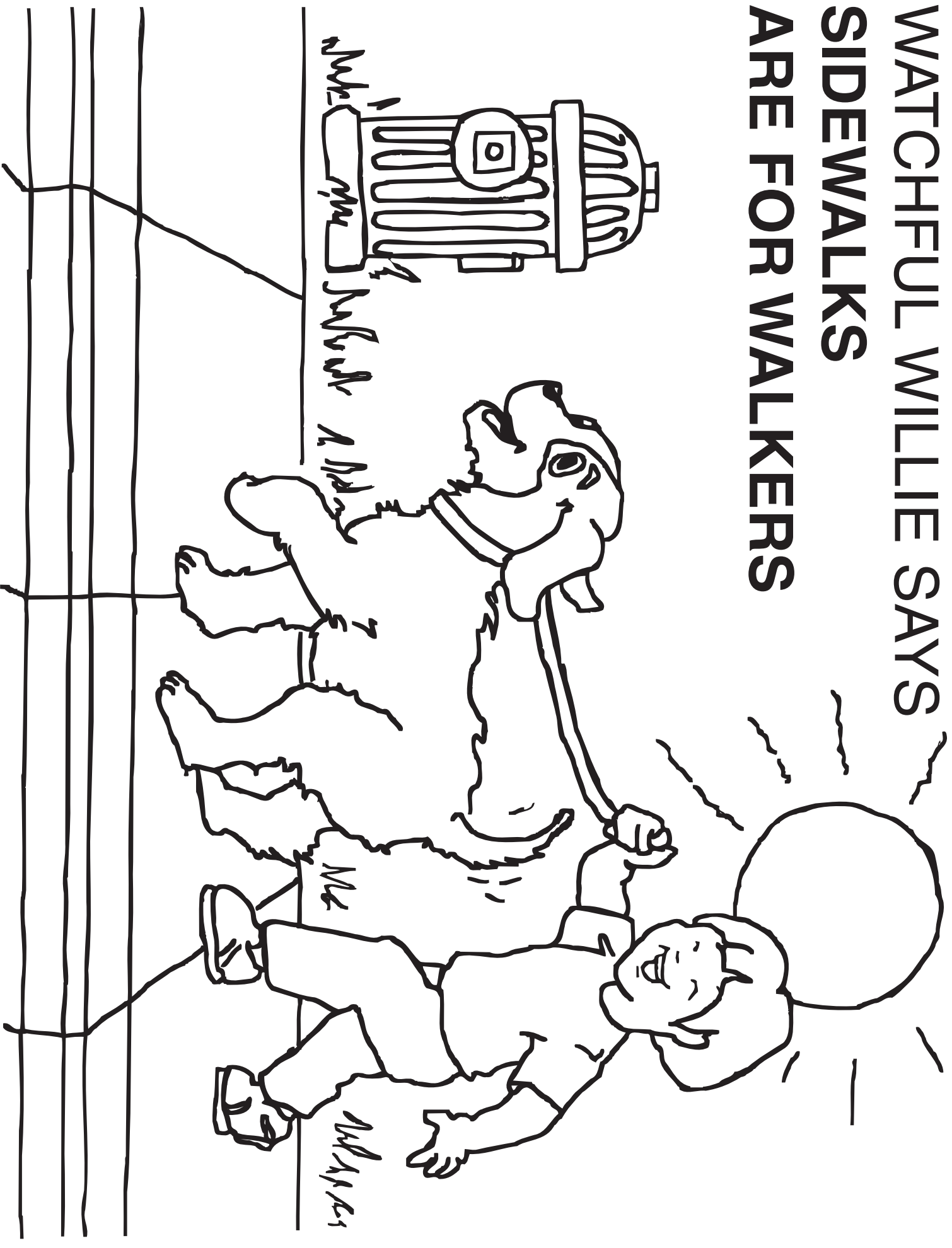


TO PARENTS OR GUARDIAN 2

1. TEACH YOUR CHILD THAT SIDEWALKS ARE FOR BOYS AND GIRLS WALKING. TEACH YOUR CHILD ALWAYS TO STOP AT THE CURB. TEACH HIM/HER THAT STREETS ARE FOR CARS, AND CHILDREN SHOULD NOT BE IN A STREET.
2. SUPERVISE YOUR CHILD WHEN OUTDOORS. IT ONLY TAKES A SECOND FOR A CHILD TO RUN INTO THE STREET.
3. YOUNG CHILDREN DO NOT HAVE THE ABILITY, KNOWLEDGE, OR SKILL TO SAFELY CROSS STREETS ALONE, EVEN IN QUIET NEIGHBORHOODS. YOU SHOULD TAKE YOUR CHILD ACROSS THE STREET OR HAVE ANOTHER RESPONSIBLE PERSON CROSS HIM.
4. YOUR CHILDREN WILL CROSS STREETS IN THE SAME WAY AND IN THE SAME PLACE THAT YOU DO. SET AN EXAMPLE FOR THEM THAT WILL KEEP THEM ALIVE AND WELL.

MILWAUKEE POLICE DEPARTMENT SAFETY DIVISION

WATCHFUL WILLIE SAYS SIDEWALKS ARE FOR WALKERS

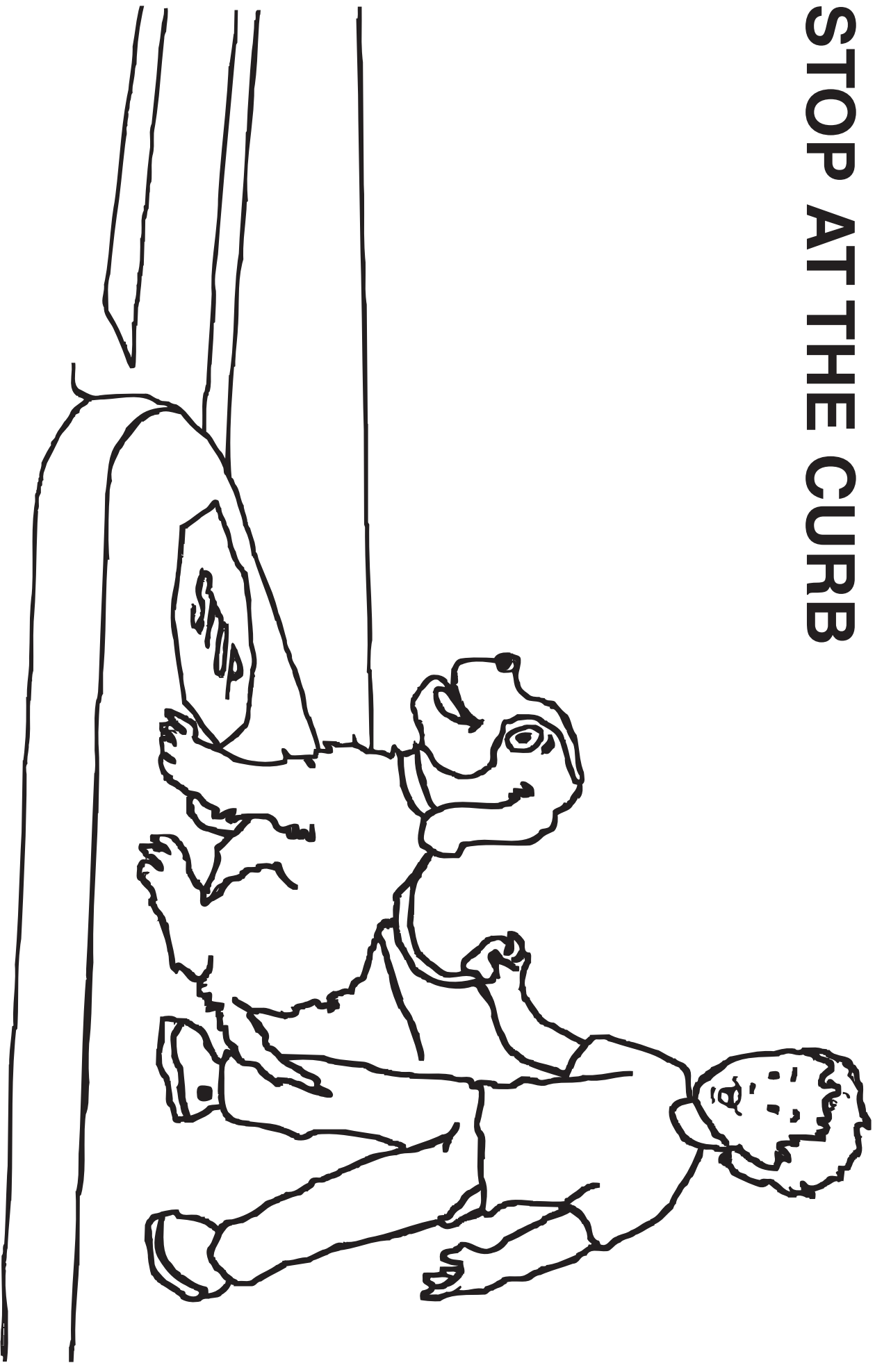


TO PARENTS OR GUARDIAN 3

1. YOUR CHILD NEEDS A SAFE PLACE TO PLAY. SET BOUNDARIES AND LIMIT THE AREA THAT YOUR CHILD CAN PLAY IN.
2. YOU SHOULD TEACH YOUR CHILD THAT SIDEWALKS AND YARDS ARE SAFE PLACES, BUT THAT STREETS ARE DANGEROUS. SET RULES NOT TO CROSS THE STREET ALONE OR WITH OTHER CHILDREN.
3. YOUR CHILD NEEDS YOUR SUPERVISION AND SHOULD NEVER BE LEFT ALONE NEAR A STREET.
4. TAKE YOUR CHILD TO A CORNER AND ASK HIM TO SHOW YOU WHAT HE KNOWS ABOUT CROSSING THE STREET. YOU WILL LEARN WHAT THE CHILD'S UNDERSTANDING OF TRAFFIC IS. FROM THIS EXPERIENCE, YOU WILL KNOW HOW MUCH SUPERVISION AND EDUCATION IS NECESSARY BEFORE YOUR CHILD CAN CROSS THE STREET ALONE.

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WATCHFUL WILLIE SAYS STOP AT THE CURB

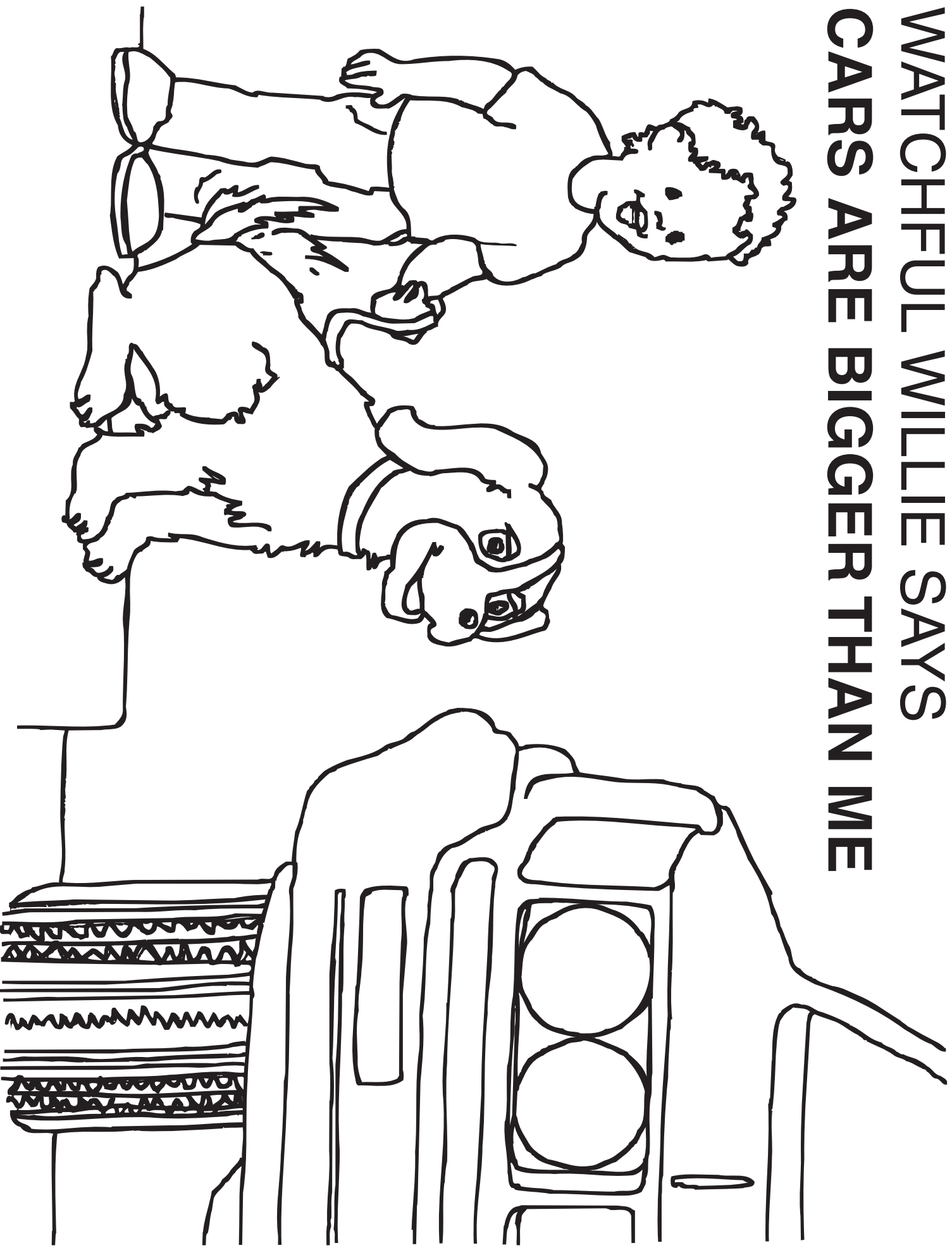


TO PARENTS OR GUARDIAN 4

1. THE DRIVER CANNOT SEE A SMALL CHILD IF A PARKED CAR BLOCKS HIS VIEW. THE CHILD CANNOT SEE AN ONCOMING CAR FOR THE SAME REASON. EXPLAIN AND DEMONSTRATE THIS PROBLEM TO YOUR CHILD.
2. YOUNG CHILDREN'S SIGHT AND HEARING ARE NOT FULLY DEVELOPED, THEREFORE THEY CANNOT JUDGE SPEED OF CARS OR HOW FAR AWAY THEY ARE, NOR ARE THEY ABLE TO SEPARATE AND GIVE MEANING TO TRAFFIC SOUNDS.
3. CHILDREN CAN LIVE IN A WORLD OF PLAY AND CAN TOTALLY FORGET ABOUT THE DANGER OF TRAFFIC AND RUN INTO A STREET SUDDENLY, IF THEIR MIND IS ON SOMETHING ELSE THAT SEEMS MORE IMPORTANT AT THE TIME.
4. YOUNG CHILDREN DO NOT HAVE THE EXPERIENCE AND KNOWLEDGE OF TRAFFIC RULES TO CROSS A STREET ALONE SAFELY.

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**WATCHFUL WILLIE SAYS
CARS ARE BIGGER THAN ME**

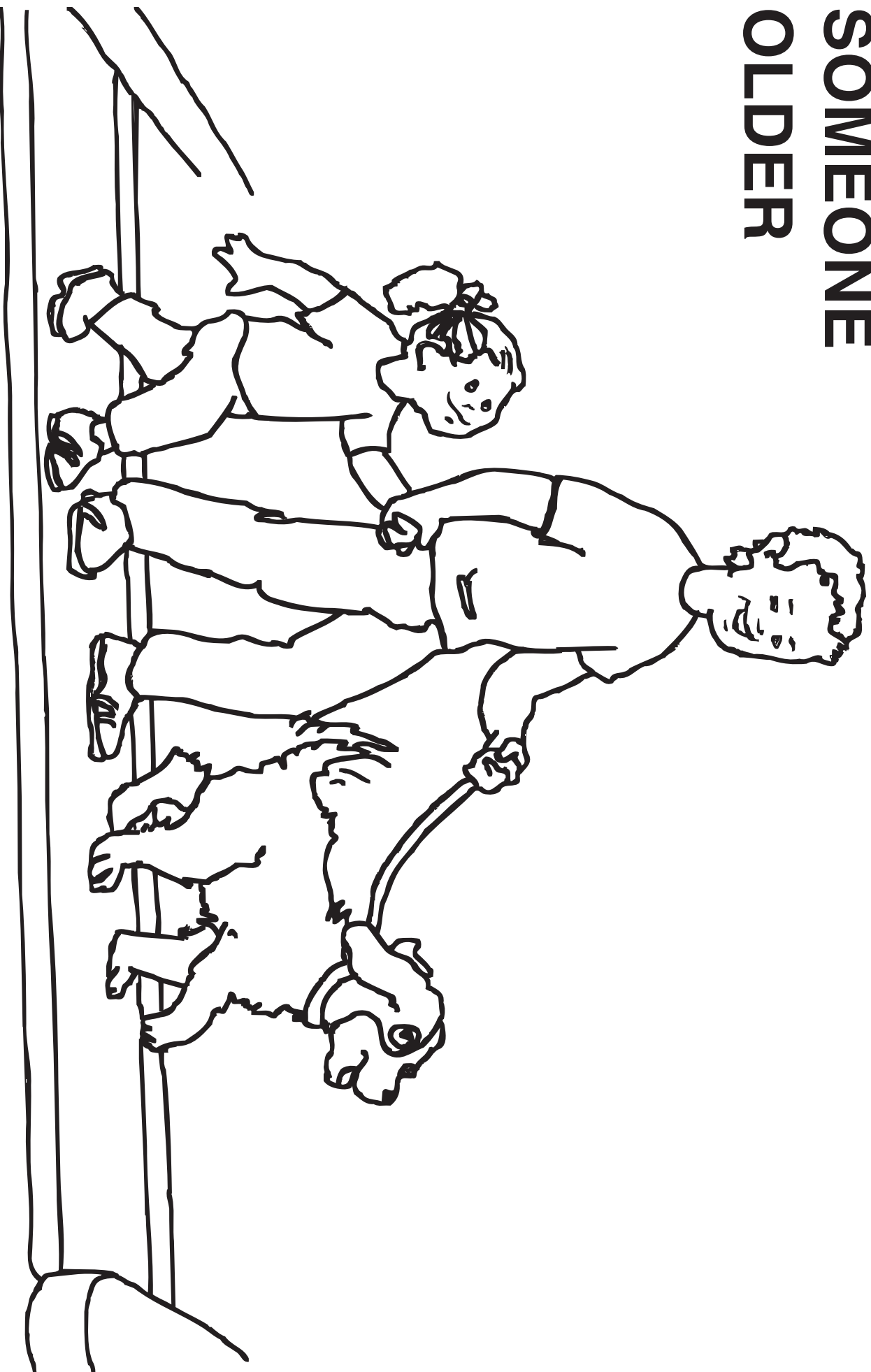


TO PARENTS OR GUARDIAN 5

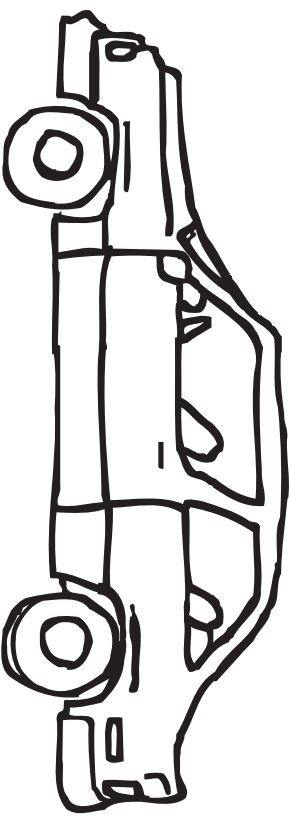
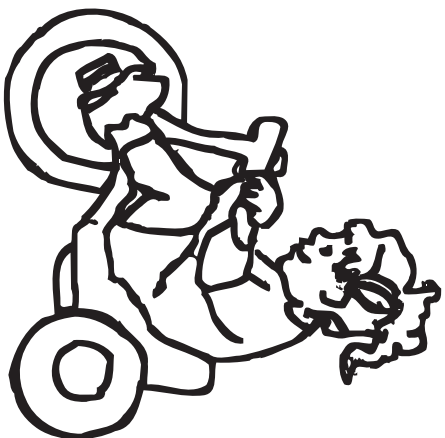
1. YOUR CHILD IS TOO YOUNG TO FULLY UNDERSTAND HOW TO CROSS THE STREET ALONE; THEREFORE, THE CHILD NEEDS YOUR HELP.
2. ADULTS MANY TIMES SET A BAD EXAMPLE WHEN CROSSING STREETS. TAKE TIME TO CROSS STREETS PROPERLY, THEREBY ENCOURAGING YOUNG CHILDREN TO LEARN THE RIGHT WAY.
3. ALWAYS MAKE SURE THAT THERE IS SOMEONE OLDER TO HELP YOUR CHILD CROSS THE STREET.
4. TO TEACH YOUR CHILD PROPERLY, MAKE SURE YOU STOP AT THE CURB AND LOOK ALL WAYS BEFORE YOU CROSS THE STREET.

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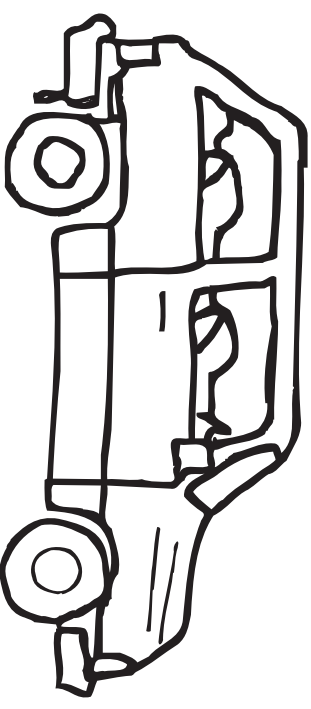
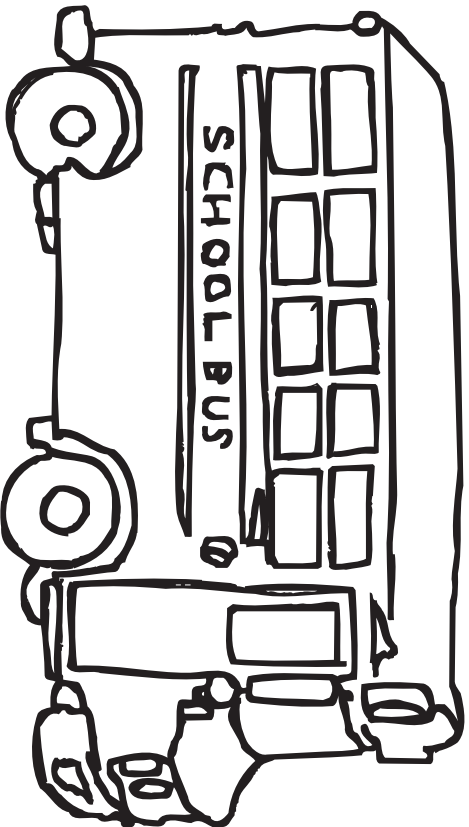
**WATCHFUL WILLIE SAYS
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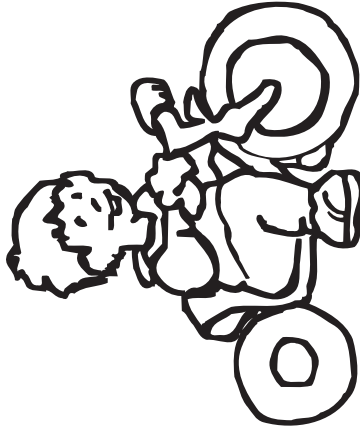
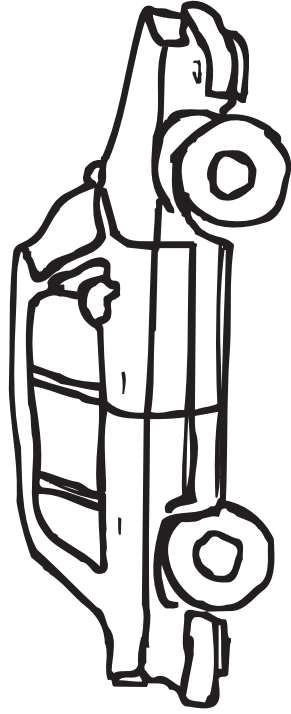
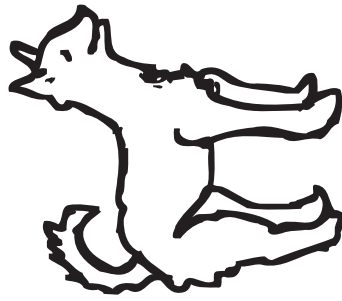
WHICH OF THE FOLLOWING BELONGS ON THE STREET?



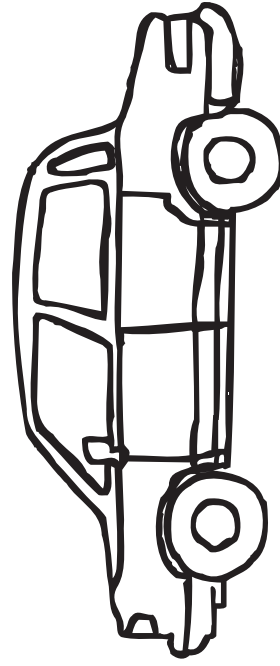
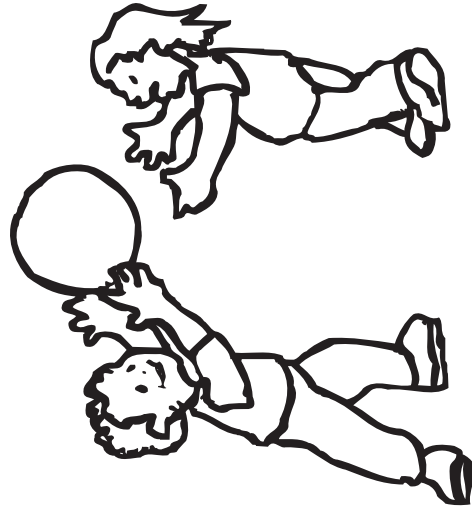
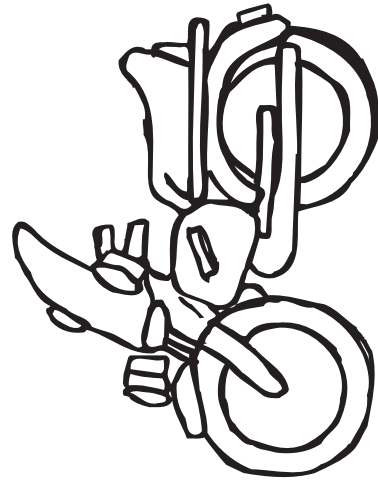
WHICH OF THE FOLLOWING BELONGS ON THE SIDEWALK?



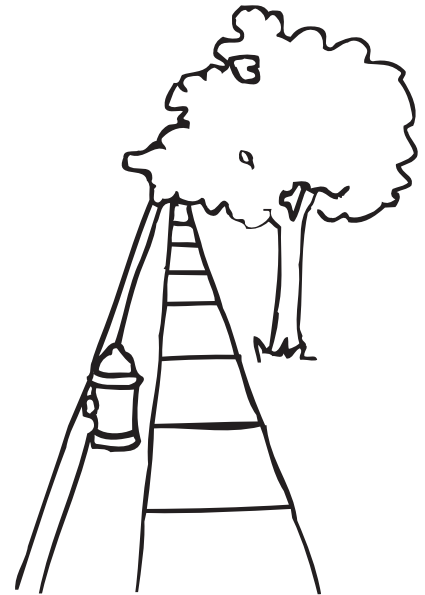
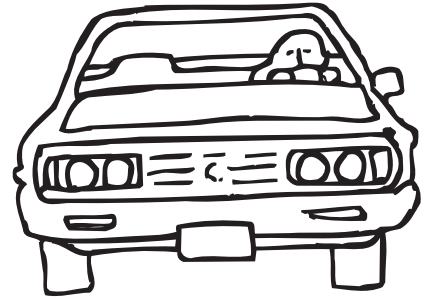
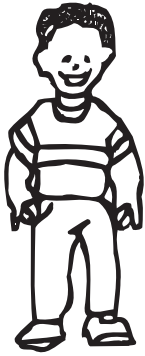
WHICH OF THE FOLLOWING BELONGS IN THE STREET?



WHICH OF THE FOLLOWING BELONGS IN THE YARD?



1. DRAW A LINE TO THE PICTURE THAT SHOWS WHERE THE BOY BELONGS.
2. DRAW A LINE TO THE PICTURE THAT SHOWS WHERE THE CAR BELONGS.



1. DRAW A LINE TO THE PICTURE THAT SHOWS WHERE THE GIRL BELONGS.
2. DRAW A LINE TO THE PICTURE THAT SHOWS WHERE THE CAR BELONGS.

